Chapter 1 Abstract

Chapter one of UBD/DI is about how Understanding by Design and [Differentiated Instruction](http://www.edutopia.org/discussion/18-teacher-tested-strategies-differentiated-instruction) are combined together to improve the atmosphere of the classroom. Understanding by Design helps teachers find a way to give students the tools and resources to understand and apply what is going on in class in a certain content area to their life and other classes around them. This is mainly through broad questions that make the students think. Also this is where teachers determine how to test their students’ abilities on the content. On the other hand, Differentiated Instruction is teachers use to overcome barriers that a student may have with learning the material. When these two are put together they allow for good content and excellent direction. The rest of the chapter shows examples of classrooms that may be using the differentiated instruction and understanding by design. The chapter also emphasizes the need for teaching students at their level of expertise, this means not just giving more work to the more advanced students and less work to the students who do not quite grasp the content. The chapter also informs the reader that when using differentiated teaching with understanding by design they must create a classroom environment that is not only fit for one student to learn and gain knowledge but to fit your classroom environment to every student.

Chapter 1 Synthesis

The class agrees that the main idea is that teachers need to consider their students’ needs. To do this teachers must create a positive relationship with the students and must be able to think of creative ways that will help their class as a whole be successful. The class also thought that being flexible with your curriculum and we must adapt our lesson plans to our class. In addition this will make more [flexible classrooms](http://tenntlc.utk.edu/studio-classrooms/). They thought that this was important for both differentiation and understanding by design because as a teacher you need to be able to balance both your content knowledge with the pace in which the whole class is comfortable with. Some of the class also thought it is important to understanding by design that you teach from the standards however you must not always showcase how much you know because you as a teacher are there to teach not just spout off facts that some of the students may not be able to remember. In other words a way to reach the needs is to not be overly specific while also teaching the content that you are required to teach.